

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XI.

ST. LOUIS, JANUARY, 1878

No. 1.

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J. B. MERWIN, } Editors.
E. D. SHANNON, }

ST. LOUIS, JANUARY, 1878.

We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

The child can spend but a small portion of his life in the school room; while there, it is of primary importance that he shall be led to acquire that knowledge which shall be to him of most use, rejecting that which is of less value till the former be gained.

Look over the facts in regard to the illiteracy in the United States, and see if it is not time the government, for its own safety and perpetuity, should do something more to foster the common schools—to provide better facilities for the education of the people. The public lands, if sold and the proceeds applied in this direction, would do much to cure this threatening evil.

IMPORTANT ANNOUNCEMENT.

HON. R. D. SHANNON, State Supt. of Public Schools in Missouri, will, from this date until further notice, be one of the editors of this journal. He is to be held responsible only for what appears over his own initials, or for what he may say in his official department.

Dr. Shannon says in his letter authorizing this announcement, that

"There should be some channel of constant communication between this department and the teachers and school officers of the State, and the JOURNAL should be in the hands of every school board in the State, and every teacher who can afford to take it. You may announce me as one of the editors of the AMERICAN JOURNAL OF EDUCATION, and I promise to contribute every month, and to give you the benefit of whatever talent I may possess and can command."

We congratulate our readers upon this accession to our editorial force.

MISSOURI ASSOCIATIONS.—We had the pleasure of attending the associations at Hannibal and Kansas City. The attendance was good at the former and large at the latter. For ability, enthusiasm and determination, we have never seen these associations excelled. Measures were adopted to secure a forward movement all along the line. The old veterans expressed themselves as more encouraged than ever before. In the near future Missouri will have the grandest educational system in the world.

The Southeast Missouri Association, at Piedmont, was a most remarkable meeting. For the first time the educators of this section met in council. The attendance was surprisingly large. The enthusiasm was unbounded. Steps were taken to reach and organize every county and school district in Southeast Missouri.

Get some new fact or truth laid away for present and future use, every day.

IT OUGHT TO PASS.

THE bill before Congress to appropriate the proceeds of the public lands for educational purposes, is one of the most important measures now engaging the attention of the American people.

The *Educational Weekly* says truly that "it is emphatically a movement in the interest of the masses of the people. It proposes the creation of a great national educational fund from the proceeds of the public land sales, from patents, from the principal and interest of the railway indebtedness, and from the bequests of private citizens. It provides that the income of this fund only shall be expended, and prescribes its distribution in such a manner as greatly to stimulate State and local action for the extension and improvement of common school education in all the States and Territories, requiring that for the first ten years the distribution shall be made according to the ratio of the illiteracy of their respective populations, as shown from time to time by the last preceding published census of the United States."

THE Illinois State Teachers' Association has grown to be so much of a power in numbers and interest, that there are but two points in the State where its meetings can be held.

The number in attendance generally reaches from five hundred to a thousand, and Chicago or Springfield are the only places where so large a number can be accommodated. The last meeting was one of the strongest ever held in the State.

THREE great educational conventions held in Missouri last month. Each one strong and enthusiastic, each one kindling anew the desire on the part of the people for better schools and more of them, for longer terms and more complete supervision. Keep the ball rolling!

Be cheerful and hopeful, and look on the bright side of life and duty.

Children love a sunny day, and a sunny face, and a cheerful disposition.

CHEERING WORDS.

WE know the JOURNAL is a power for good. For eleven good years it has earnestly battled to advance the educational interests of the South and West. Few know the difficulties that had to be met and overcome. Now that the JOURNAL lives in the hearts and lives of a vast army of teachers and school officers, we rejoice and redouble our efforts. We have not language to express our gratitude for the warm, cheering words of our fellow-educators, and for their earnest efforts to extend our broad field of usefulness, by constantly sending us new subscribers.

R. D. Shannon, State Supt. Missouri, says:

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Get in the habit of doing some kind act each day—everywhere and always be helpful.

The world wants to-day, more than anything else, courageous leaders, who know what to do and how to do it.

THE BROAD GAUGE

IS it not a fact that in all times, nations have recognized the necessity of educating their directive intelligence. Those who are to rule are carefully educated for this purpose.

Public money has never been grudged for the education of the governing classes. So soon as the State has found that its national strength depended on the education of a special class, that class has at once been provided for. The immense sums recently expended in the various countries of Europe for industrial education, show that statesmanship has at last found out that political prosperity depends upon the prosperity of the civil community.

In our comparatively new experiment of a "government of the people, by the people, and for the people," to educate the ruling class means to educate all the people. But in the earlier days of our history, the system of education was definitely shaped towards providing a learned few to look after the highest interests, the clergy, the physicians, the lawyers.

The "three R's," reading, writing and arithmetic, were for all. To these essentials, the candidates for the profession added Latin, Greek, and higher mathematics, and then entered professional schools to study their specialties.

A liberal education included the classics and mathematics, the common school education included only the "three R's." But the newspaper and magazine, together with rapid transportation, have opened up so great possibilities to the one who possesses a common education, that he continues his theoretic education after school life almost inevitably. The former standard of a liberal education is attained by the average of the community.

The development and rapid growth of the sciences and of modern literature have added such immense provinces to the domain set apart for a liberal education, that it now bears little resemblance to its first shape and magnitude. Hence, it happens that while our higher education demands only disciplinary studies as preparatory to it, and then proceeds to add at least two years more of disciplinary studies, the growth of realized intelligence, in the shape of science and literature, have introduced changes that have destroyed its symmetry and adaptation.

In the common school the three R's have been so expanded by the contents they have received from literature and the sciences of nature, and of man, that they furnish much more than is required by the colleges, and much more than is used as a foundation for the superstructure there built. Moreover, the same causes that have operated to expand and fill up the common course, have likewise influenced the college course, but not in the same way. Their influence in the common school course is felt throughout its entire extent; in the

college course its presence is recognized by an expansion during the last part of it. After discipline is obtained, then the student is prepared to apply himself to the rich contents of the modern world.

Science, art, and history, may then be explored. Short excursions are accordingly made into those realms, chiefly, however, by means of the oral lectures of the professor who gives fine summaries of what has been accomplished in this or that special province. To such students as have no familiar acquaintance with a considerable number of the primitive facts and details, the generalizations of the professor are vague and meaningless.

The ideal of the course of study in our higher education finds thus its type in the palm tree which climbs nearly to its full height branchless and then expands suddenly into full foliage. If the plan which the Public Schools have undesignedly and unconsciously adopted were followed, its type would be a tree that expands into foliage from below up to the top.

What serious obstacle is there in the way of adopting for the college course a curriculum involving a central axis of discipline studies and a complement of accessory branches yielding information and insight? To the severe disciplines of Latin, Greek, and the mathematics, add the sciences—both natural and social—political—and literature and civil history. The preparation for college should then demand the rudiments of science, literature and history. This change would adapt the college to the Public School course.

GIVE THE TEACHERS A CHANCE.

IT is the weakness of all governing bodies—and of school boards just as much as parliaments—to assume that a certain portion of infallibility has been granted them. "Omniscience is their foible." School authorities with this feeling wish to secure such teachers as have just sufficient intelligence and education to enable them to comprehend the rules dictated to them, and carry them out in a mechanical way, whether consciously or unconsciously. They have a deep suspicion of those teachers who have ideas of their own, and who wish always to seek for better methods, having faith that the best yet devised are clumsily rude to those which may be hereafter. When self-satisfied school boards find such a man, they are apt to say with Shakespeare's Caesar—

"He reads much;

He is a great observer, and he looks Quite through the deeds of men.

He thinks too much; such men are dangerous."

Of course, if such notions about teachers prevail, the school system becomes, at best, nothing more than a machine; the material on which it acts, and the so-called teachers who tend it, both playing an unintelligent part, while the directive

power comes wholly from outside. Even if it were well to make our schools mechanical, it would not seem to need a great deal of shrewdness to see that thinking workmen are more desirable, always, than stupid ones. The greatest improvement in machines have been made by the men who were set to run them. In every mechanical employment the great demand of the day is for skilled, that is, for intelligent labor. No factory or machine-shop can afford to turn off a workman for thinking too much.

NORMAL TRAINING.

TEACHING is not only a science, but also an art. We can teach the science of teaching; we can accustom our pupils to exactness in conduct and language, habits that are invaluable for their future profession, and create a consciousness of high responsibility, and plant the germs of a pious devotion to the cause of education; but the art of teaching they must observe in a district school in order to be able to imitate it. It is not sufficient that they notice how they are taught themselves by their own teachers, for, as the aim of the normal school is different from the aims of a district school, so their methods must differ greatly.

Teachers of our time need all the training and culture they can acquire. Our age is more dependent on intellectual culture than any other. The supremacy of labor in the service of intellect over labor guided by mere habit and instinct is established beyond dispute or argument. Between the weak hand and the gigantic, but yet formless world of matter, thought has interposed the powerful tool, the representative of thought in the material world, which, making the intellectual accomplishments of the wise the common property of all, remains powerful even if wielded by the untutored hand. The hands of our ages are not more skillful than the hands of ages that shaped the works of art which still delight and charm our eyes, nor has the rigidity of the material world out of which civilization must tear its sustenance become less stubborn.

But between the hand and its task there has intervened a powerful instrument, and it has accomplished wonders. To the present age it was reserved to demonstrate the great truth that it is on the instrument, the agent, that the result is dependent. The highest result demands the highest instrument. And thus the success of our system of education will be largely dependent on the instrument that is employed to achieve it—the teacher. All ages have tried to educate, but to our times it was reserved to see the importance of perfecting the most instrumentality in education.

The public schools are commonly temples of instruction; but instruction presupposes education in the parent's house—hence the public and private teacher.

MILITARY TACTICS.

WHILE the rest of the little world of the United States are trying to sound the President's policy and to decide whether in the long run, if understood or not, it is to be called wise or otherwise, the much-used word suggests to us a line of thought with regard to business of all kinds, including teaching, which we will briefly endeavor to state.

There is the heroic policy, which cuts its way through difficulties and masters them by destroying them, and the policy of masterly inactivity which allows the difficulties to destroy themselves, by giving them time for so doing. Three centuries before our era, Alexander tried the first when he cut the Gordian knot. Just one hundred years after Fabius became the type of the second, and both were successful. According to all theories of progression therefore, we ought to suppose that the policy of delay, being of later origin, is the more perfect and the higher. We might adduce another argument in its favor by recalling the fact that when Napoleon marched into Russia he was pursuing the earlier policy, while when he fled out of the same country he was the victim of the latter on the part of the Russians.

We might, however, fancy that Alexander would have failed had he tried the Fabian policy, while Fabian would have filled the heart of Hannibal with joy if he had imitated Alexander.

It is evident, as Solomon says, that there are times and seasons for all things.

But in the teacher's work, which policy shall we adopt? Since at present every one, including the President, is expected to have a policy and rigidly to adhere to it, let the teacher by all means do the same.

Here, again, we may say that she must, to our mind, sometimes use one means and sometimes another, a position which only helps to justify us in our conviction of the immense superiority of the teacher over the military commander. She must have the arts both of active attack and of passive defense. In case, however, of the necessity of vigorous attack, as in the matter of correcting written works and of overseeing the numerous details, too numerous to mention, with which her time is more than filled, when she must rout the enemy and put them to flight, shall she fight them in detachments or massed together? In other words, shall she allow these essays, these written exercises, or the necessary reports she has to make out, to accumulate till her table is piled with work, the mere suggestion of which makes her shudder, or shall she dispose of this work in regular course, a little every day?

We answer unhesitatingly the latter. In that case the mole-hills are never allowed by aggregation to become mountains, and thus they are easily dug away. The pendulum in the old story would have been excus-

able for stopping if it had had to tick a million times at once, but it went cheerfully and easily on when it took one swing at a time. Many teachers who complain of overwork make the overwork for themselves, by trying to fight once in a while a whole army of difficulties, or of tasks, which would have melted before them like snow before an April sun, if they had only fought their foes in detachments.

Which is the end of the lesson.

STRIKING SIDWAYS.

WE sometimes think that a really good educator never would ask any question which could be directly answered from the text-book. When one knows that he is to be attacked from any particular quarter, he makes haste to defend himself on the exposed side and, when the attack comes, his adversary judges him to be much stronger than he really is, because he measures the strength of his whole armor by its endurance at the one point specially guarded. Of course any pupil can learn answers to the questions from books written in the old style of prepared question and answer. The recitation in such a case is by a sort of reflex-action, as the physiologists say. The answer becomes associated with the question in the mind of the pupil in much the same way as the contortions of the facial muscles are produced by the bite of a very sour lemon. When the teacher says one form of words, the pupil knows that he must say the corresponding one, or else there will be trouble. That is all. The connection is purely mechanical, and we have visited too many school-rooms not to have seen cases where the above statement was literally true.

This mechanical mental action, as fatal to all real development as it is fatal to all real mental activity, is induced in a less degree, but still it is induced, by any set of questions which are based directly upon the information given in the text-books; and because such questions are more often required by mathematics than by any other line of study we might infer, what is indeed the truth, that mathematics are the poorest possible means of producing active growth in the mind.

The truth is, that in any recitation the question asked should be such as cannot be answered by the pupil if he has not faithfully read and considered the lesson, but not those of which he can find the answer in the text-book. This is a prime principle of real teaching, and the teacher who follows it produces growth in the minds of his pupils, and by a greater miracle than that of evolution of man from monkey converts their minds, in time, from inorganic masses to organic unities. The work is then done.

Is this intelligible? For illustration, all questions in construction in language lessons are of this class, and if in beginning a recitation in history, the period being, we will say, one of civil war, the teacher should ask, "Which side would you have taken

had you been there?" instead of asking for the account of the war, he would be doing what we have suggested.

We have never seen this principle enunciated before, but we believe it to be the corner-stone of all teaching which is worthy the name of education, and it is what we call "striking sideways."

For their own sake, as well as that of education, school boards and committees ought to encourage teachers to think, question, and suggest in matters of school regulations, and encourage them to bring forward new ideas, if they have any, at fit times and places. The antagonism sometimes existing between teachers and supervising authorities is quite as unnatural and groundless as that between teachers and pupils. It will be done away with when each party recognizes the other's rights, and concedes to it a full measure of courtesy, and this will happen only when each, not tolerates merely, but *respects* the ideas of the other.

A SUCCESS.

THE following extract will show what some of our intelligent school officers and teachers are doing in the way of interesting the patrons of the school and the general public:

Editors Journal:

We are acting upon your suggestions in the JOURNAL, and the people are becoming deeply interested in the reading club associations, debates and recitations. Our meetings are largely attended and enjoyed.

We have also a sort of portable Teachers' Township Institute, which has become a matter of considerable importance.

The various magazines and periodicals are taken, read and carefully culled so as to work up clearly some specific interest in certain lines of thought. Please give us some advice as to what to get for the profit and entertainment of those who live in country districts, or tell me where I can get it, and I will send for it.

Very truly yours,

V. P. KELLY,
County Com.

GRAYSONVILLE, Mo., Dec. 1877.

This is a sample of letters which come to us almost every day, showing how the leaven of intelligence is at work all through the country districts of this and other States.

It is not only a grand thing for the people to come together thus and help to encourage the children, but incidentally they learn the good points and good feeling, and culture, of the best people in the neighborhood, and a community of interest is begotten worth tenfold the cost and trouble of these meetings. There are some most admirable suggestions bearing upon these points in a late number of "Scribner's Monthly" which we commend to the attention of our readers.

In reading-clubs let the time for each reader be limited by inflexible

rule. If this is not done there will be found in every such club at least one dogmatic, selfish reader who will force his author and his voice upon the club until, in disgust and weariness, the members fall off, and the experiment fails. If we may trench upon a most delicate topic, we would suggest that in merely social combinations, for the purpose of music, dancing, or conversation, the old caste lines of the neighborhood be disregarded. There is no despotism more narrow or cruel than the aristocracy of a village. New blood and new ideas would generally revivify it; outside of the so-called "good society" of such a place which has been fenced in for two or three generations, is frequently found the larger proportion of intellectual culture and breadth of thought.

HERE IS A PRACTICAL EXAMPLE.

We clip from an account of the Hartford County Teachers' Institute, an illustration of what the children are doing in New Britain:

"A class of six boys and girls from Miss Angell's grammar school, New Britain, gave an exercise illustrating the method employed in teaching the committing to memory of the gems of thought contained in Prof. Northend's text-book. The children, whose names are Louise J. Hanna, M. Louise Beatty, Clara N. Parsons, Charles A. Schmidt, Eddie S. Camp and James M. Burdick, have been in the memorizing class only during the present term, and repeated a number of selections from the best writers, supplementing the recitation with a short sketch of the author, which the children had looked up for themselves. The recitations were admirably done.

The question was raised as to whether the children could remember the former selections they had learned, and one little girl who had learned six, immediately recited the whole half-dozen. On being asked how long it took them to learn an extract, one said 'About ten minutes.' The next said that as soon as she had read it she knew it. Another said 'after she had read it twice.' The general opinion seemed to be that it would be a good exercise to have regularly in the schools."

A VALUABLE EXERCISE.

Editors Journal:

Having used a little book entitled "Memory Gems," in our school, for one term, with very valuable results, will you allow me a brief space to tell how it has been used?

Every pupil is expected to learn, very accurately and perfectly, one selection weekly, and with a little care it may be so arranged that no two shall learn the same. Two half hours weekly are given to the recitations—one-half the school being called upon at each time. The pupils are expected to repeat their selections with great care, and to give the proper expression, etc. After repeating a selection the pupil gives the name of the

author, when known, followed by some account of him and his works. If he omits any particular or makes an error, any pupil may rise and make the correction.

Simple as the exercise may seem, the results have been very beneficial. Pupils have been greatly interested in the exercise and been stimulated to search for information about authors, and they condense the same and give the substance with wonderful correctness and propriety. Our pupils have had access to cyclopædias and also to Lippincott's Biographical Dictionary—the latter being the more convenient and helpful.

We believe that any teacher who will give the plan a fair and careful trial will be abundantly satisfied with the results. A.

EDUCATION IN KENTUCKY.

THE Hon. H. A. M. Henderson, State Supt. of Kentucky, has a brief, terse, straightforward way of saying good things which we very much like.

From his last annual report we extract the following sentences on

THE RIGHT OF THE STATE TO EDUCATE.

"The object men have in view, upon entering into society, is the better to secure and protect the great ends of being, namely: the rights of property, person, and the pursuit of happiness. Society enacts laws against all the evils likely to afflict it, and provides means for securing all that tends to conserve its peace and promote its prosperity. Most of the taxes paid are for the arrest, trial and punishment of those who violate the rights of men in society. But as an 'ounce of preventive is worth a pound of cure,' if we can make men so intelligent and virtuous that they will not want to commit crime, we better secure the peace and prosperity of society than by punitive laws. Now, that education has a powerful effect in improving the fortunes of men few, if any, will deny. From this point of view, entirely material, the tax for popular education, instead of being looked upon as a burden, should be contemplated as a profitable investment. Parents, if they can be made to perceive that it is more profitable to lay up *in* than *for* their children, instead of trying to save the cost of their education, will become advocates for the most generous endowment of the agencies provided for their mental training. No farmer regards it economy to be frugal of the seed. He knows his harvest is in a ratio to the seed sown. Stint in sowing is stint in harvest. In education, as in agriculture, 'there is that which scattereth abroad and yet increaseth; there is that which withholdeth and tendeth to poverty.' Horace Mann tested this question by a wide correspondence with the most sagacious business men, and they yielded the uniform testimony that educated laborers were very far superior to illiterate."

SOUTHEAST MISSOURI.

IT has been stated that the second element, named as an effectual barrier to progress, and a preventive of a healthy, vigorous educational condition in the Southeast, (*indifference*), sprang out of the third: namely, "ignorance."

Antagonism and indifference are incompatible as co-existing conditions in the same individual. The first is positive and active, the second negative and passive. There were a few engaged in hostilities; but, as compared with the many who were sluggishly indifferent, the effects were as insignificant as would be the evil results of the devastation of *one* farm by fire or water, when compared with the universal shiftlessness and complete idleness of a whole people. It would have been better if the people could have been forced into an attitude of open antagonism. Then they would have become familiar with the facts underlying the public school system. When they had thus informed themselves they would have made the discovery that their own interests were involved—that their welfare, social and civil, would be promoted through a correct management of this instrumentality; and any people may be safely trusted to take care of their known interests, and defend them against all comers. Hence it was stated that the most serious of all the difficulties to contend with was the second element enumerated. Let the people become aroused and alive to the realities of the situation, and the self-interested and selfish cavillers might as reasonably expect to see the butterfly breast and override the hurricane as to hope that their pernicious doctrines would prevail.

Before discussing the third element, —ignorance,—it may be stated that indifference was manifested in various ways and to different extents in different localities. In school districts which cast from thirty to fifty votes on political issues, from three to five voters would constitute the whole body of the annual meeting. These would elect directors (often, one or more of them being the type of the profoundest ignorance the district could produce). These directors, incapable, of course, of judging the pretensions of some professed teacher, would nevertheless, without seeking or receiving counsel, employ some one to "keep" school. This done, their onerous (!) labors ended. Study the school law? Who! these directors? What a comicality! Hold meetings of the board, or visit the school? The suggestion is ludicrous. The teacher (so-called) was never required to make any report, the district clerk kept no records, and the parents interested themselves in the school on just two occasions,—when the children started to school, and when they announced school was "out." Sometimes indifference went further than this, and the annual meeting was suffered to go by default.

I should like to ask the readers of

the JOURNAL a question, but I am puzzled to know how to frame it so as to give no offense. I want to ask who expects a system, or a people, to flourish and develop their possibilities under such conditions—and yet I would not accuse any one of these same readers, even inferentially, with rank stupidity. Please, Messrs. Editors, frame such a question for me, and ask it of some one *not* a reader.

Just in this very regard are the intelligent people of the Southeast earnestly working a wonderful revolution; and herein springs the hope announced that she will stand abreast any other section of this or other State. Already she has taken the initiative in a move which has made itself felt in the N. E. and N. W., and her example is followed. One of the most significant facts is that the whole newspaper force of the Southeast (a force of incalculable power) so far as I see it, is united and earnest in its support of the new life, and the necessity thereof. But I anticipate.

As ignorance, mismanagement, or no management at all (and probably crime) will creep in where indifference exists, so also the people cannot be reasonably expected to be zealous supporters of that which does not commend itself by its intrinsic merit. This a great many schools in the Southeast have by no means done. Not a sufficient number of schools were maintained a sufficient length of time to make a very extensive popular impression, while many that were maintained created, justly, a very bad impression. Thus we were permitted to witness the moving of a "wheel within a wheel;" indifference suffering ignorance to thrive, and ignorance begetting and fostering indifference, and the two combined neutralizing all efforts to rectify the evil and improve the condition of the people in this regard.

Again, ignorance has tolerated, when it did not lead to, the "bad practices indulged," and the bad practices have contributed freely and largely to the ignorance suffered. So closely are they connected in the further narration of the recent history of the section now baptized into a new light and a dawning prosperity that they will be discussed jointly.

To illustrate: In my "tour of inspection" I met with a man who had notified the predecessor of the present County Commissioner that he "would whip him if he came into his (this man's) neighborhood to organize a public school." Now, this was an ugly manifestation; and as the threat would, in all probability, have been executed but for the fact that the officer had always been a great admirer of the noble human trait—discretion, and believed it an official prerogative. I choose to term it a *very bad practice*.

The man's attitude, no matter what kind of ignorance it grew out of, was given vitality and was maintained by his ignorance of the fact that under our constitution and laws he was injuring himself, by refusing

to use his own money, that else must certainly go to the use of other districts, or perhaps another county. Ignorantly, he supposed that should a public school be organized he would be taxed for its support, while without it he would pay no school-tax, when in truth he pays a school-tax with or without a school, and he cannot escape it. I do not know that the County Commissioner was aware of this last fact. Had he been, it would seem that he should have been able to have talked to this man as plainly as I afterwards did, without danger of temporary blindness, or a zig-zag course in an effort to "follow his nose." He could have managed him.

The bad practice is apparent in the illustration; a little reflection will make the resultant murky remnant of intellectual life in that district equally so, provided the practice were long continued. But this is not an exceptionally extreme case, as may be thought. It has been selected as a suitable introduction to the great variety of abuses which had sprung up and flourished like rank and poisonous weeds in a fertile soil, whose exhalations and insidious breath had narcotised the spirit of progress and paralysed educational enterprise and development.

Let the reader reflect over the state of the case, as now presented, until the next issue of the JOURNAL, and he will be conducted into a field whose flora is varied, if not fragrant and beautiful. But let him remember, also, that I write of that which *was*, but is not, or which, if existing, is so rapidly and certainly receding as to enable us to eat and enjoy "the funeral meats" (a little in advance) without being taxed with any great impropriety or indelicacy. I insist that this recollection shall be kept; otherwise my very purpose in writing this article is destroyed, as its benefits may be immeasurably lost. I insist that the fact shall be conceded and remembered in order that the work done and to be done may be properly estimated, and the patient labor, endurance under discouragement, and triumph of the intelligent workers appreciated.

R. D. S.

ALABAMA.

Editors Journal:

GENTLEMEN—Your valuable paper is received regularly, and I esteem it one of the best educational journals published in America. It should be read, it seems to me, by every superintendent, teacher and school trustee in the land, full as it is of practical, helpful suggestions. I have distributed a large number of copies among the teachers of this and adjoining counties. But for the depressed condition of our school system in this State, I feel confident you would have to-day a large list of subscribers. At the last session of the General Assembly of Alabama, a bill was introduced by our honored ex-Superintendent of public instruction of the State, Col. Jno. M. McKleroy, under the operation of which, had it passed,

our school system would have doubtless been a success; but, alas! too little respect was paid to his experience and his thorough knowledge of the necessary change and requirements of law in establishing a perfect system of public instruction for the children of our great State. A substitute was offered and adopted which virtually destroys and abolishes the office of county superintendents, and the schools are left solely to the direction of the township trustees, who are to a large extent inexperienced and uneducated as to the proper and necessary qualifications of teachers. No schools can be established save by supplementing the educational fund apportioned to the several townships, which will be done only in a few instances, and the great mass of children in the poorer sections (and, unfortunately most reside there), will be deprived entirely of all instruction.

Six per cent. of the sixteenth section interest and four per cent. on that part of the surplus revenue of the United States deposited with this State, and \$130,000 with the poll tax were the appropriations made under the school bill which became a law.

Col. McKleroy after fighting nobly for his bill uttered his protest against the passage of the substitute. He is a man of whom Alabama may well feel proud, and the correctness of his position begins to be too keenly felt, and it will be more and more apparent before the meeting of the next General Assembly.

We hope the JOURNAL will prosper, and increase in circulation, and that your efforts to promote the educational interests of the American people will be crowned with complete success.

Your friend and humble servant,
G. M. MOTT.

MILBY, Washington Co., Ala., 1877.

COMPULSORY EDUCATION.

DR. HENDERSON, State Superintendent of Kentucky, says that an ignorant people are always a poor people.

To lessen poverty is to diminish special temptations to crimes of a certain character. By intelligence, disease may be supplanted by health, bodily pain by enjoyment, and premature death by longevity. Much of the ill health to be observed among illiterate people is the result of ignorance of a few plain physiological and hygienic principles. Bad health is a prolific cause of crime.

In an economic view, it deprives the State of the benefit of a great deal of productive labor, and often makes invalids, produced by ignorance and social vices, either pensioners upon the State's bounty, or criminals supported at the public expense.

Were all indolent, thieving, drunken men to become industrious, honest, and sober, they would increase greatly the wealth of the State. Undoubtedly ignorance leads to laziness, theft, and inebriety, in a multitude of cases. An educated man is apt to be more self-respectful, and to be more

concerned to merit and receive the good opinion of his fellow-men than an unlettered one.

Not only are the vicious great squanderers and destroyers of wealth, but if they could, by the processes of mental and moral training, be transformed into virtuous men, they would add to the public wealth, and thus would help to bear the burdens of good government. Any one of the appetites and passions, which ally men with brutes, costs more annually for its gratification than it would take to confer a good education upon every child of the country; and this desirable end attained, these debasing propensities and brutalizing appetites would, in a great measure, be abated, if not abolished.

The question largely turns on whether it is best to spend the products of taxation in punishing criminals, or in raising a class of citizens who will look with disdain upon all that is mean and vicious. Paley has said, that "to send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn out a mad dog or a wild beast into the streets."

Let ignorance seat itself in the high places of political power, and how soon can it unsettle titles by inaugurating the principles of a disorganizing commune, or lessen values by burdening property with taxation. Look how soon South Carolina and Louisiana were bankrupted and almost beggared by the reign of stupidity and venality.

In Kentucky we have 40,000 white qualified voters that cannot read, and 50,000 negro voters in a like lamentable condition, or *one-third of the electors* of the commonwealth without the simplest elements of an education.

Now, let the State forego all efforts to lessen this mighty census of illiteracy, and let this terrible bane increase rather than diminish, until it becomes the dominant authority, placing artful demagogues in power, and how long would it take to have warned away from our borders all good immigrants seeking homes, all capital seeking investments, and so load the State with debt, and consequent taxation as that property would become comparatively worthless, and the best citizens would move away, leaving the State in possession of the vagabonds that had visited it with ruin?

It cannot be a question worthy to be dignified with the name of statesmanship, "What can be done to rid the State of Common Schools?" The only question now demanding the intelligent, patient and exhaustive attention of statesmanship concerning this matter, is, "What can be done to render more efficient our system of Common Schools?" Such is the interest of the State in the intelligence and morals of her growing generation that the question of compulsory education is worthy of consideration.

At least something ought to be done to secure the attendance of the

children in the schools. It is believed that well-nigh one-third of the children of pupil age are growing up in comparative ignorance. Can the State afford to be indifferent to this startling fact? Has not the tax-payer the right to demand that the money he pays shall produce practical results in the matter of education? It is a painful fact, that in many districts in which there are forty to eighty children reported, not more than from eight to twenty attend the school.

Ignorant parents who do not themselves appreciate the benefits of education, and who, through indifference or cupidity, will not enforce the attendance of their children, are allowing the facilities afforded by the State for the education of their offspring to pass unimproved.

AN APPEAL.

TEACHERS:—We have been laboring for a long time, quietly, yet earnestly—often against hope—always under circumstances so unpropitious as to suggest an excuse for the discouragement manifested by you—to improve the condition of our system of public instruction. We have accurately estimated the inertia of the ponderous machine to be moved and successfully directed. We have carefully considered the immense work to be done, and weighed, thoughtfully, the obstacles to be overcome and removed. Hence we have not moved in haste nor rapidly. Our progress has been slow, tedious, and to many of us painful. Yet, still, the work has gone on, and progress has been made. Acting nearly altogether independently and in our individual spheres—*driven to such an unfortunate attitude by blundering legislation and the deformity of the present school law*—we have, nevertheless, been collecting the material for co-operation, and arranging our resources for concentrated effort, when the opportune moment should come.

In faithfulness to the trust committed to me—as the means of communication between you and from my point of observation over the whole field—I now announce to you that the time for active, vigorous, united effort is upon us. Let the whole force of intelligent activity, which the great State of Missouri can develop, in this field, demonstrate the zeal you profess. I signal "forward" to the whole line, and trust the result to you. The work to be done devolves mainly upon you. My duties are so varied and general, my field so large, that I cannot give that minute and continuous attention to any single feature of your special work which is necessary to secure complete success. I may suggest; but the quick perception, broad common sense, and active intelligence of Missouri's teachers is relied on to compass the results aimed at, and procure Missouri's highest welfare.

When our school law put a quietus upon institutes, a fearful blow was

struck at the cause of popular education, and the intellectual development of the State. The last General Assembly wisely provided for their re-establishment; but, unfortunately, there were other features incorporated in the bill, which caused the Governor to think it necessary to withhold his signature, and the law remains unchanged. The damage done by the withdrawal of the power to organize and enforce attendance upon institutes, I am unable to estimate. Certain it is, that the people have not since received the full value of their money in the labor of active, competent, wide-awake teachers, as they would otherwise have done. Certain it is, that as teaching talent waned, or sought other fields, those who had never been able to solve the problem of the objects and purposes of their own existence at last imagined they had discovered—in an accidental opportunity—their appropriate sphere (of indolence and fraud) in the country school house. Certain it is, that when the means of protection against ignorant cheats were not convenient or available, or did not exist, and when Directors become so ignorant and *dangerous*, as to "let the schools to the lowest bidders"—a thing which is actually being done in some localities at this time—the people became indifferent, the teachers became discouraged, and the public-school system staggered under the blow. The paralysis of energy has been fearful; and nothing short of the exhaustion of patience and endurance by the miserable experiences which followed could cure it. I can testify, how very difficult it has been to encourage educators with even a hope of future success.

But a revival of spirit, of interest in the cause, and of energy is apparent. The tone of the public press indicates the auspicious moment for vigorous action—for the beginning of efforts to redeem much of the past—has arrived. The general activity of teachers cannot be misinterpreted. Associations were organized and held on the 26th, 27th and 28th days of December, at Piedmont, for S. E., at Kansas City, for N. W., and at Moberly, for N. E. Missouri. One will hereafter be held in S. W. Mo. These are all in addition to the General Association which will be held next June in Carthage, and which I hope will be permanently located, hereafter, at some central point. This will give us five permanent associations.

There is no surer way by which teaching talent can be strengthened or divested of its crudities and cherished (or, at least, tenaciously held) errors than by contact with like talent, in associations and institutes. I can conceive of no method by which a speedier recognition of, and a deferential regard for, true merit can be compelled—even from an unwilling public—than by the self-asserting dignity and conscious power begotten, inevitably, by the benefits of these gatherings—than by the effects of the

consequent sound teaching, which it is impossible to conceal. All other professions have discovered and eagerly sought the strengthening influences of such organized conferences.

The teacher must *force* his way. Let him set about the work by throwing around himself, first of all, an impregnable wall of merit. The public will appreciate his strength and honor him. Let him ingratiate himself in public favor by offering nothing but the genuine article, when he exposes his wares for sale, and he will be esteemed and honored—if not so freely and fully as he deserves, still, more than the drone, dotard, and indolent pretender deserve to be.

Teachers: I appeal to you to attend and work with these associations. They will do you good. They will do great good to the cause of popular education. The result of your attendance will be an influence felt for good in your own locality, and you will thereby aid me in my official work to an extent you cannot now fully appreciate.

These associations, in addition to other and valuable work, are to encourage the formation of institutes, in all the counties represented, for the coming summer, and to devise means of making them successful. In short, under the circumstances, they are the best possible instrumentalities, if supported and properly directed, to improve the teacher's condition, and to elevate and render more valuable the cause of popular education.

Forward! then. By the hope you entertain for the success of the work you have committed to your Superintendent—by the value you place upon sound, practical education—by your estimate of the dignity and nobility of your calling—in the name of this great State, and in behalf of the highest welfare and dearest interest of its people, I appeal to you to rouse yourselves to this special work, and to special energy therein. I appeal to you by the recollection of what the past has lacked, and we have been ashamed of—in your own behalf, and as good citizens, to be henceforth, at your posts, to do what, from time to time, shall be suggested. Do this and I will be responsible for the success thereupon guaranteed. Remember, when you are asleep, or your energies dormant, my strength is gone.

In conclusion, permit me to say that when I appeal to teachers I have confidence the appeal is not in vain.

I am, sincerely and truly,

Yours,

R. D. SHANNON,
State Supt. Pub. Schools.

An eminent modern divine says: It is sad, if not actually censurable, to pass blindfolded through the works of God, to live in a world of flowers, and stars, and sunsets, and a thousand glorious objects of nature, and never to have a passing interest awakened by any of them.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XXIX. School Regulations.

THE old school master, with all his rules and all his rods, belongs to the past. Though a blundering despot, he did what he could. Peace to his ashes. The goodish modern teacher with no rules and no rods is the opposite extreme. The efficient teacher will equally avoid these mistakes. The coming teacher with necessary regulations, judiciously enforced, is the true mean.

Great principles underlie all educational processes. These, not whim or caprice, determine plans and methods. School regulations should accord with the following principles:

I. PRINCIPLES.

1. *Few.* The regulations should be few but exhaustive. Simplicity is of primary importance in school management. Many rules occasion much friction and cause a vast amount of waste-labor in education.

2. *General.* The regulations should be general rather than special. They should be equally adapted to the primary school and the college. Special regulations with specific penalties are usually educational mistakes.

3. *Popular.* The regulations should merit the approval of all. They should be so evidently just and proper that they will command the approval and support of all teachers, patrons and pupils. The influence of public sentiment is immense.

4. *Practicable.* The regulations should be such as the teacher can and will enforce. Rules or laws not enforced tend to bring all rules and laws into contempt.

5. *Educational.* All regulations should tend to form desirable habits. The school trains the pupil for citizenship and achievement. The object of school-life is to prepare for real life.

II. GENERAL REGULATIONS.

The following regulations are the outgrowth of educational thought and experience. They accord with the above principles, and though few, cover all the ground. They are now in general use and tend to become universal.

1. *Regularity.* Teachers and pupils must be regular in their attendance. When at all possible, each one must be present each day.

2. *Promptitude.* Teachers and pupils must be prompt in the discharge of every duty. Regularity and promptitude are the foundation of good management.

3. *Decorum.* Teachers and pupils must observe strict decorum. Decorum means proper conduct, good manners, and becoming behavior. It means to do the right thing at the right time, in the right way.

4. *Morality.* Teachers and pupils must sustain good moral characters. School government should be positive. It is not enough that pupils avoid all immorality. The positive

virtues must be developed into habits. Truthfulness, honesty, benevolence, fidelity, etc., etc., must be systematically cultivated.

5. *Quietude.* Teachers and pupils must study to be quiet. In every working school there will be the hum of business. But teachers and pupils study to avoid unnecessary noise, and to produce a pleasant stillness. The boisterous school is both unpleasant and injurious. The deathlike stillness of inactivity is equally to be avoided.

6. *Communication.* All communication during school hours must be through the teacher. The observance of this rule prevents a large proportion of the disorder often noticed in schools. Pupils must not communicate by talking, by writing, or by signs.

III. SPECIAL REGULATIONS.

The above general regulations are exhaustive. I have never met a case that did not legitimately fall under one or more of these rules. But the peculiar circumstances, the special application, the necessary details, and the proper enforcement of rules may require special regulations. Attention is called to the following considerations:

1. Special regulations are intended to specify and enforce general regulations. It will save much trouble to have it understood that they are not new rules, but simply special applications of the general regulations.

3. Special regulations should be adopted only when necessary. The necessity should be apparent to the school. There is always danger of an accumulation of such regulations.

3. Special regulations should be thoroughly digested before adoption. Will the tendency be good? Will they be enforced? These questions demand the most careful consideration.

4. Special regulations should be like angels' visits. Many a school is weighted down and almost ruined by thirty, forty, fifty—or more special regulations.

IV. ADOPTION OF REGULATIONS.

In this country the school is a pure democracy, in which the young are trained to the habit of making, obeying and sustaining their own laws. School life prepares for real life. Pupils are treated as intelligent, self-determining and law-abiding persons.

1. The teacher proposes and explains the regulations. While he acts with the pupils he is the conceded leader.

2. The teacher and pupils adopt the regulations. Laws imposed without the consent of the governed are repulsive. The obligation to obey a self-imposed rule is doubly strong. This plan is found to produce the very best results.

3. The teacher and pupils pledge themselves to make an earnest effort to obey and sustain the regulations. The pledge is eminently proper, and is a powerful means of promoting good conduct.

4. The school board approves the

regulations. It may be well in all cases to submit the regulations to the school board for official endorsement. The President signs bills passed by both houses of Congress; so the school board should give authority to the regulations adopted by the school and teacher.

5. The teacher executes the regulations. The fitness of this will be apparent to every pupil. In the discharge of this duty, each pupil stands pledged to assist the teacher. All work together to secure the same end.

6. *Illustration.* Attention is called to the necessity for some regulations. As the State must have laws, so the school must have regulations. Take promptitude.

Teacher.—How many think that teacher and pupils should be prompt? Pupils all raise their hands.

Teacher.—How many are in favor of making promptitude one of our regulations? Pupils all raise their hands.

Teacher.—All that will join with me in a pledge to make an earnest effort to be prompt while connected with the school, please rise. Pupils all rise.

Thus, in a few minutes, at the close of the first day, the regulations may be unanimously adopted. The pupils will regard them as their own, and hence will feel under peculiar obligations to obey and sustain them. The true idea of school government may thus be realized. The governing force is from *within* and not from without. Self-government becomes a habit. A noble manhood results.

The enforcement of the regulations is of the utmost importance. I have decided to devote my next paper to this subject.

STATE NORMAL, Kirksville, Mo.

A FEW TEST WORDS.

HOW do you pronounce these words? Don't bother any one much about it. It will be interesting, and may prove profitable, for a couple of friends to run them over dictionary in hand.

orthoepey	costume
accented	Chinese
disputant	equeation
combatant	luxury
conversant	haunt
vagary	orotund
railery	caisson
finance	laugh
ant	aunt
alternate	squalor
frontier	frontal
coagulate	caoutchouc
coadjutor	lyceum
vehement	Missouri
Danish	recess

IS NOT THIS TRUE?

Our lives are songs: God writes the words,
And we set them to music at pleasure;
And the song grows glad, or sweet, or sad,
As we choose to fashion the measure.

We must write the music, whatever the song,
Whatever its rhyme or metre;
And if it is sad, we can make it glad,
Or if sweet, we can make it sweeter.

CURIOUSLY MIXED UP.

ONE of the principal difficulties in learning the English language is the inexplicable manner in which most of the words are spelled, the twenty-six letters of the alphabet vieing with each other to represent the forty or forty-two sounds of the language in the most disorderly and bungling manner.

Be the capacity of a child ever so good, yet he must spend years in learning these "curiosities of literature," while a foreigner can only master our noble language by a vast expense of labor, patience, and time.

The protean nature of the vowel sounds is familiar to all. A few amusing examples will show that the consonants are nearly as bad:

B makes the road broad, turns the ear to bear and Tom into a tomb.

C makes limb climb, hanged changed, a lever clever, and transports a lover to clover.

D turns a bear to beard, a crow to a crowd and makes anger danger.

F turns lower regions to flower regions.

G changes a son to a song and makes one gone!

H changes eight into height.

K makes now know and eyed keyed.

L transforms a pear into a pearl.

N turns a line into lineu, a crow to a crown and makes one none!

P metamorphoses lumber into plumber.

Q, of itself, has no significance.

S turns even to seven, makes have shave, and word a sword, a pear a spear, makes slaughter of laughter, and curiously changes having a hoe to shaving a shoe!

T makes a bough bought, turns here to there, alters one to tone, changes ether to tether, and transforms the phrase "allow his own" to "tallow his town!"

W does well, e. g., hose are whose, are becomes ware, on won, omen women, so sow, vie view; it makes an arm warm, and turns a hat into—what?

Y turns fur to fury, a man to many, to to toy, a rub to a ruby, ours to yours, a lad to a lady!

It should be remembered that human minds are a vastly finer material than iron or cotton, and the work of a teacher a far more delicate operation than the nicest performance of any artizan. No principle with regard to teaching is more self-evident than that a man cannot possibly teach that which he does not himself know.

THERE are now ninety-seven colleges and universities in which the co-educative system prevails. Of the academies, normal schools, and high schools, more than sixty per cent. are for the education of both sexes.

GET up an exhibition, and you can easily raise money enough to buy your school a good globe.

MARGARET LIVINGSTONE.

(not) BY LILIAN WHITING.

CHAPTER V.

"Merciful God! Let me entreat
Thy mercy!

I have seen all the woes of man—
pain, death,

Remorse and worldly ruin; they are
little

Weighed with the woes of woman.

* * *

The evening is hushed, except the patter of the rain and the slow but almost regular pulsations of the wind. On the sidewalk but few feet are heard. The dreary spell has fastened upon all life, it would seem, until every one seeks shelter in his own heart from the chill elements without. Sometimes there is a voice of terror in the thunder; then, in other hours a sweetest diapason. There is a loneliness when every heart around you is voiceless and retiring, but even this will sometimes break out into companionship and sympathy, and a melody of rest steal upon us, even from the dreariness around. There is a strange law governing the opposites of our human nature. "Where sin doth abound grace doth much more abound." What is discord becomes the soul of harmony; what is solitude becomes a crowded temple; what is cloud, becomes a pillar of fire; what is a galling harness, becomes the silken trappings of an emperor; what is sense, only comes to be soul and life; what is failure and despair, comes, somehow, to be grandeur and fruition; what is changeable, transmutes readily into the changeless and eternal; and what we had feared was the voice of a fiend turns to be a psalming angel speaking to us from the company of the blessed. In the wondrous ocean which lies unknown but a little way out from where our feet are now idly straying, we find lessons philosophers have not learned nor shall learn until that grand hour, wherein the "thorough base" of human life is taught.

It is in such an hour as this, Eloise Matheny sits in meditation; half hope, half fear; the waves of her life are disturbed, and she knows not what tide shall control, or on what shore they may finally drift. Out of the voiceful needs of her woman-soul, she sought and won many friends; but dearest to her is Margaret and Prof. De Lacroix, whose love and faith in her was a binding over, a consecration of all her powers to that which was noble and praiseworthy. Friends she trusted, yet whom she most dreaded to have know the history of the past. It pained her that this was so; and when in childish embrace Margaret would put her arms around her, calling her a "sister-mother," the touch thrilled her with a magnetism, as of a kindred soul coming in contact with its own, and she would then resolve to tell her all; but instantly, as one recoils from the sight of unsightly things, or from giving pain to those we love, she would put from her the gentle hand,

saying in her heart, "not yet, not yet."

Thus Mrs. Matheny had withdrawn from Margaret's apartments to her own; here, resting from a long and silent struggle, she supports her head with one hand, and with the other she mechanically writes:

"Oh! tongues of the past, be still,
Are the days not over and gone?
The joys have perished that were
so sweet,

But the sorrow still lives on.

I have sealed the grave of my hopes,
I have carried the pall of love;
Let the pains and pangs be buried
so deep,

And the grass be green above!

I sleep with joy at my heart,
Warm as a new made bride;
But a vampire comes to suck her
blood,
And I wake with a corpse at my
side.

Oh! ghosts, I have given to you
The bliss of the faded years,
The sweat of my brow, the blood
of my heart,
And womanhood's terrible tears.

Take them, and be content,
I have nothing more to give;
My soul is chilled in the house of
death;

And 'tis time that I should live.

Take them, and let me be,
Lie still in the church-yard mould,
Nor chase from my heart each new
delight,
With the phantom of the old!

* * *

Morning dawned; the sun of spring shone out in genial rays to fill the earth with bloom and lift to song all creatures that were made with heart or voice. To Mrs. Matheny came not the sunlight; yet for another night must she wear the sackcloth and endure the pain and darkness which precedes the dawn.

Tortured by the visions of the past she had fallen in a swoon. Dr. R. was summoned, and to his surprise she requests that he acquaint Margaret and his friend of her early life.

Thus it was that the doctor tells the story. While traveling in Europe he chanced to meet an invalid, seeking amid the vine-clad hills of Fatherland, health and peace to a disordered body and mind. Soon he discovered in the lovely woman the adopted daughter of his old friend and tutor.

As Marian L. she was a child of rare beauty, and great intellectual promise; whose one aim of existence was to be—she hardly knew what, but something great and good.

He was her senior by many years, but child as she was then, he loved her, and resolved when settled in life and his profession, to make known this passion.

She was placed in a school, the friend and tutor died; they were separated, and met no more until in a land beyond the Atlantic, where he listened to her strange trials. When she was a lass of three, and her brother a lad of seven, she was kidnapped. Her parents never heard of her again,

although they expended thousands in their search. The heart-broken mother died soon after the loss of her little one; the father wandered over Europe and finally settled in New Orleans, where he died.

The brother grew to manhood, and the lost sister was remembered and mourned only as one who was no more. In his twenty-seventh year, while visiting a married friend, he fell in love with the governess of his friend's children, and soon after they were married, living happily together for two years. In the meantime, a little girl came to gladden their hearts and home, and to unite them still more closely in wedlock.

By the death of an uncle in San Francisco, the husband was left a considerable fortune, and the lawyer who conveyed the intelligence to him, also stated, that his sister had been traced. This sent joy and gladness to his soul; now was he rich, indeed; the solitude and loneliness he had fought for years seemed to have been suddenly inhabited and, as he had dreamed and prayed, his sister might yet be found. The news came to him like the cooling zephyrs from glorious mornings of boyhood, refreshing and gladdening.

The words fell like dews of summer evening upon the path that had been trodden upon and withered by the heat. He dreamed of the superlatives of a "soul's full life of a soul's full love," in the possession of his lost and loved sister.

Investigation proved that a tramp, on his death-bed in a St. Louis police station, confessed "that he and two companions had stolen a little girl, for the clothes and a locket which she wore; and that she continued with them until her bright face attracted the attention of a kind-hearted old man in Ohio, who adopted her and sent her to school, where she remained until her benefactor died."

Later she became a teacher in Cincinnati, but as her health began to fail, she applied for a position as governess.

Upon a full hearing of the particulars, the frenzied brother cried out, "My God! she has been my wife for two years."

Human nature, with all its mysterious strangeness is hardly capable of sustaining a greater blow than was given to these two souls, who had most truly loved each other as man and wife. There are moments in every life which are so sacred, entering so intimately into the hearts warmest blood, that it would be profanity to try to put them into human words. They have a language all their own, but we know no formulated idiom for this world of awful thought, nor shall we till the angel idioms shall be learned among the trees of life.

There was no recourse to be taken. The husband divided the property, placed the child under the care of a friend, who should give her his own name and withhold all knowledge of the circumstances attending her parents; and then they separated—forever.

For a few years the poor man lived self-exiled, self-buried, and ere he numbered his two score years, had found a harbor within the "cold river."

The mother, as her father had done, sought forgetfulness in travel beyond the Atlantic. By the judicious management of Dr. R. she was persuaded to return, and in energy and usefulness begin life anew. This she did under the assumed name of Eloise Matheny.

Influence of Character on Education.

FROM an address on Silent Forces in Education, read in the National Education Association at Louisville, by Prof. Blackington, of Boston, we reproduce the following beautiful extract: "Behind the work of every great orator, artist or poet, there hangs the shadowy prophecy of something nobler unaccomplished, something sublimer unwritten. So in the life of every good teacher there is something better than the lesson he has taught, something nobler than the words of instruction he has spoken. Who has ever walked through the close at Rugby, or seen the oak pulpit rising above the seats in the little chapel, that has not felt the silent presence of one whose life was far better than any lesson in classic lore he ever gave, grander than any sermon he has ever preached. Ah, my friends, this magnetic sympathy is more than intellectual attainment, better than culture, higher than genius. Its allies are the divine and the eternal. Would we know its power we must become humble students of the Divine Master. I once stood at the close of an autumn day, on the top of a lofty eminence, just as the shades of evening were beginning to gather over the landscape. Before me was spread out that great plain which for thirty-five centuries has been the battle-field of the world—on which Saul and Gideon, the Crusaders and Napoleon, fought for supremacy. Just before me rose the beautiful Mount of Transfiguration; on the left, embosomed in the surrounding hills, lay the quiet sea, on and around which were performed most of the mighty works of him who spake as man never spake. At my right stretched the mountain range on which the prophet of Jehovah founded the priests of Baal; while directly at my feet lay the little vale where were spent the boyhood and youth of the great Teacher. Soon the darkness of night gathered all around me—Esdraeion, Tabor, Genesaret, Carmel, Nazareth faded from my sight. But the presence of him whose feet had trodden that plain; whose life is an ever-abiding inspiration; whose star for eighteen centuries has been the light of the world, seemed to overshadow me, while from out the darkness seemed to come the divine words, 'I am the way, the truth, and the life.' Teachers, when at last the shades of night have gathered around us; when the tasks we have given, the lessons we have taught, the words we have spoken, shall have been forgotten, may the silent influence of our lives remain the bulwark of truth, the evangel of purity, the inspiration of goodness."

A CALL FROM TEXAS.

WHO will go?

One of the best and most efficient teachers in Texas writes as follows:

Editors Journal:

For six or eight months past a number of teachers have been holding monthly meetings, on Saturdays, for the purpose of comparing notes relative to the best methods of teaching, and for the discussion of subjects pertaining to our profession, and we have gained much thereby; but none of us have ever been favored with any experience in Normal Schools, Teachers' Institutes, or anything similar to those improving gatherings so frequent in the East and Northwest. We would like to secure the services of a person *fully up to the times* in the profession, competent, strong and skilled in organizing and conducting institutes, to come into our midst and give us a thorough drilling. Do you know of such a man? What would be the expense of the effort? How long would it be advisable to continue the session? When the best time? Please answer, giving such advice as you may deem suitable, and oblige.

We shall be glad to aid our friends on both sides, and if those who wish to go will enclose stamps for reply to their inquiries, we will answer promptly.—[Ed.]

WELL SAID.

THE "School Bulletin" (N. Y.), gives a hint in the following extract worth a sum beyond price if practically applied, as it ought to be in every school in the country:

"The first lesson that we ought to learn, is to make every day of our short school year do its full share of the year's work. Neither teacher nor pupil can afford to allow a single lesson to bring no fruit of knowledge and discipline on the too common but weak plea, that one day is not of much account and can easily be made up. A day in school lost by neglect or inattention, or unnecessary absence, is time squandered, opportunity trifled with, and power for all the future diminished. If only all parties—parent, teacher, pupil—knew this to be so serious a matter and could be spurred by this knowledge to begin as if every day were to count, the first week and the last week of the forty would never be allowed to run almost to waste and the school year would bear more fruit in this proportion. The year is too short at the longest, and if the teacher takes out some days for the beginning and some for closing, and the parent takes out a few more to let the child 'visit his grandmother' and go to picnics, and the pupil takes out his share by occasional indifference and heedlessness, it is easy to see how results are sometimes so disappointing and promotion so uncertain. It is related of a Roman Emperor that he was in the habit of reviewing the transactions of each day, and when he had accom-

plished nothing, he exclaimed, *Perdidi diem*. And that comes near to being the most mournful cry a human being can make. *I have lost a day in school*, means something detracted from our stock of knowledge for life, something lost from good habits, something less of discipline gained, some element of character wanting or in weaker force, and that is a record sure to bring keen regret to all in after life. 'Well begun is half done.' The drags in our classes are generally those who think it just as well to be thinking of starting when the rest are under full headway."

ABSENTEEISM.

Says Dr. Henderson, Superintendent of Schools in Kentucky:

Absenteeism incurs a total loss of from one-third to one-half of all the money which is annually paid by the State for the support of the schools. Men who pay the taxes, and, in many instances, have no children to send to school, complain of this reckless waste of money, because, while they may consent cheerfully to be taxed for popular education, they desire to see the money they pay produce remunerative results. They regard it as an unconscionable hardship to be assaulted with the State's argument that they are bound, as members of the commonwealth, enjoying the advantages of good government, to secure the general intelligence and virtue of the masses, through the agency of Common Schools; and when they have admitted the truth of the plea, and reluctantly paid their taxes, to have the very men who so argued and claimed to retort upon them: "We are still free to spend your money and refuse to send our children to your school; and though your wealth must support the school for us as prescribed by law, we have the right to send when we please, or not at all, if it suits our temper and convenience better."

REPUTATION AND CHARACTER.—Reputation is what we seem to be. Character is what we really are. Men know our reputation. God knows our character. Reputation, like wealth, is left behind us when we pass into eternity. Character is taken with us over the river of death. Reputation fades away and is of momentary importance. Character is an everlasting possession, and has an eternal value. Then it is far more important to acquire character than to make reputation. The acquisition of character should be the great business of life. If we take care of our character our reputation will take care of itself.

The pupil must obtain such knowledge at school as will enable him to satisfy material wants—those of food, of shelter, of clothing—such knowledge as will make him a good son and brother, father and husband, a good citizen, and a reverent, pure, loving child of the Great Father.

EVERY one of the two hundred and fifty thousand teachers in the United States, ought to send a petition to the Senator or Representative in Congress from their district, signed by at least twenty voters, asking for the passage of the bill now before Congress, appropriating the proceeds of the public lands to educational purposes.

THE *Educational Weekly* says: "The meeting of the Department of Superintendence of the National Educational Association held in Washington last month was one of the most interesting and effective hitherto convened. The attendance was good, the spirit excellent, and the work in hand harmoniously and thoroughly performed. The Committee on Legislation by previous arrangement met in conference; first, the Committee on Education and Labor in behalf of the general subject for the whole country, and second, the Committee on the District of Columbia in behalf of proper aid to education in the District. The Committee of the Department met the House Committee on Appropriations, in behalf of the Bureau of Education. On motion of the Chairman of the Committee on Education and Labor in the House, the courtesy of the floor was extended to the members of the Department. The Committee on Legislation was also charged with the duty of memorializing Congress on behalf of the interests of the Bureau and other matters connected with national aid to education. This committee will doubtless act in co-operation with that of the General Association appointed at Louisville, for the same purpose. From these several efforts we look for valuable results in the action of Congress, especially with reference to the better support of the Bureau, now an indispensable agency in the work of national education. If these measures could be reinforced by our leading educators throughout the country through petitions generally circulated, and personal correspondence with members of Congress, there can be no doubt that legislation of great and permanent value would be secured in the interests of this cause so near the hearts of all good citizens."

We advise every teacher to write for and procure and circulate these petitions. Write to your Senator or Representative in Washington, and send a petition containing the name of every voter in your school district.

Knowledge itself is an instrument merely, and as ready to serve wrong as right. What is wanted is a training that will operate upon habit. The school is emphatically a great training school of manner, in perseverance, in punctuality, in veracity.

A good topic for discussion, or a good theme for an essay for the "reading club" would be the importance of the measure now before Congress, to appropriate the proceeds of the sales of the public lands for educational purposes.

IT TOUGHT TO BE STATED AND RE-STATED that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N. B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent.

Single subscriptions, \$1 60 per year. In clubs of five, \$1 per year.

WEBB'S FIRST LESSONS.

I have reviewed and examined Webb's First Lessons, and am satisfied that it is *just the book* to put in the hands of any intelligent teacher, and no other should be employed to teach the beginners. It is *the book* of books for them. In connection with "Free Hand Drawing" it carries the primary pupil along in a natural and easy manner, with no necessity of forming incorrect manners, or reading without thinking. We have so much teaching that is unnatural, that any book that gives the teacher such helps as this, is a Godsend.

In an experience of *thirty-eight years* in the school-room, I have been trying to come up to a healthy, natural style of teaching, and this is the *best help* I have yet found. Use the large cards and teach by the word method altogether.

Very truly yours,
M. W. MARTIN.

PINE BLUFF, Ark.

GOOD SPIRITS.—The teacher should be the head of the school in good spirits as well as good conduct. Let every teacher try it. Begin the school as if you had just heard good news and took pleasure in imparting it, and keep this up all day. Those whom we teach have a right to an intelligent handling of the mind in inviting it to study. The powers of the mind in learning are, first, detecting differences; second, observing samenesses; and third, retaining what is seen. These, however, cannot be exercised all at once, and yet how often are the retentive powers put to work, while the observative and discriminating powers are kept standing by idle. The heedless handling of the mind is not yet all over with. I maintain the right of the taught to such a quality in the teacher's character as will command their respect. The one who is in charge of mind to lead into knowledge will only fail if, at every turn of the way, he cannot show himself the master.

Keep well posted so that you can converse intelligently with the doctors, the lawyers, the directors, the ministers. ;

Iowa leads the van in the way of great gatherings at the annual meetings of the State Teachers' Associations. The strongest, and in many respects the best convention ever held in the State, closed its sessions as we go to press. Practical suggestions in the way of legislation to perfect the school law were adopted, and will be carried into effect.

GOOD ADVICE.

HERE are some practical suggestions worth heeding:

Without rewards a school is dead. Issue weekly or monthly reports. Be punctual to the moment in opening and closing school—in beginning and ending recitations. Get a good, ringing bell on your school house. Keep the premises clean and in order. Don't be afraid of fresh air. Your pupils will copy you in everything, unless indeed they see that you are not worth copying. Then be dignified in demeanor, gentle in address, neat in your person, upright as well in attitude as in character. Be firm; be true; be diligent; study every lesson; you can't teach a class in even the first book without previous study. Suppress lying and discourage the sneak. Have your boots polished; and don't forget to put on a clean collar in the morning; and when your pupils do well, give them some substantial evidence of their well doing by merits, checks, certificates or reward cards.

Kansas School Law Points.

THE following points from our school laws may be of interest to our readers:

1. There are no legal holidays for teachers.
2. A district officer cannot teach in his district without resigning his office.
3. The district clerk shall be fined \$50 for not reporting the tax levy to the county clerk.
4. Teachers shall not be paid their last month's salary until they make a term report to the district clerk.
5. The district clerk is liable to \$100 fine or three month's imprisonment for making a false report to the county superintendent.
6. The district board may require a teacher to teach any branch in the English language, provided he can teach it.
7. The district board shall be fined \$100 per month for refusing children residing in the district the privileges of school, and shall admit children living outside the district, but may assess a per capita tax on them.
8. Parents or guardians of children over eight or under twelve years of age, who live within two miles of a school, and are able to furnish their children with books and clothes, shall send them to school three months of the year, six weeks of which shall be consecutive, or pay a fine of not more than ten dollars for the first offense, and not more than twenty dollars for each subsequent offense.

THE question of direct and permanent aid by the government to the cause of education has now assumed definite shape by the introduction of a bill into Congress with this specific end in view.

We fear a few persons, interested in railroad subsidies, by their activity and persistency will be able to defeat a measure designed to confer a great blessing upon the masses of the people.

The bill ought to be passed.

We hope our teachers will write to the Senators and Representatives in Congress, urging them to give their aid and their vote to the bill appropriating the proceeds of the public lands for educational purposes.

If you have not seen the bill, write for it.

If you do not know about the illiteracy of the people, write to your Senator or Representative in Congress, and ask him to send you the documents bearing upon this question.

They are printed and ought to be read, and immediate steps should be taken to remedy this evil, and remove this danger.

Recent Literature.

MEMOIR AND LETTERS OF CHARLES SUMNER. By Edward L. Pierce. Boston: Roberts Brothers. St. Louis: Gray, Baker & Co. 2 Vols. \$6.

This memoir of Charles Sumner is to me as unsatisfactory as Page's "Life of De Quincy" would have been had the narrative ceased abruptly at the time when the "Confessions of an Opium Eater" made its appearance, as Trevelyan's "Macaulay" would be if no further notice of him was taken after the publication of his "Essay on Milton." It gives a good sketch of his early life, his school-boy days, and his visit to Europe in 1838. For this period the record is full,—almost too full, seeing how well known France and England now are. He was received with marked attention, and the letters he wrote home to his friends are full of interest for the pictures they give of men and women who were then prominent in literature and politics. He was fortunate in the friends he made and kept. He returned home in 1840, and entered into partnership with Mr. George S. Hilliard, and was often called upon by older lawyers in the preparation of cases.

The book stops suddenly at the 4th of July, 1845, when Sumner was thirty-four years old. His oration "On the True Grandeur of Nations" brought him prominently before the people, and from that day until his death he was known of all men. Edward Everett Hale writes of him: "In Charles Sumner Massachusetts had a man who was not afraid. He had principles and he knew what they were—where they led he was willing to follow: and where he followed, a loyal State was satisfied, and gave to him her enthusiastic and steady support to the very end. All this time, a great number of the people who knew him personally could hardly abide him. They called him arrogant, which he was not. They called him awkward, which he was. They said he was conceited, which he was not. They said

he was a blunderer, which he was. He had none of the elegancies of social life. He would put a thorn into the sensitive sore of a politician as easily as he would tread on a lady's dress, and he would never guess that he had wounded either. He had not the slightest sense of humor. He would tell stories of his conversations with President Lincoln, in which the President was making fun of him all along, and he never once guessed it."

"The book is wholly unrivalled in the care which has been given to the elucidation of the letters. Hardly a name is mentioned, but a foot-note tells who is spoken of, and gives dates as well. Such fullness, when attended by such accuracy, is really worthy of all praise. We trust the book will be widely read by young people, for it is a capital guide to the history of the generation which has just now left the stage."

THE BIOGRAPHY OF ALFRED DE MUSSET—from the French of Paul de Musset. By Harriet W. Preston. Boston: Roberts Brothers. St. Louis: Gray, Baker & Co. \$2.

Alfred de Musset, both in his life and his writings, has reflected most faithfully the spirit and tone of French society during the first half of the century. That he was a great poet no one who reads French poetry will deny. The spirit of the times made him its exponent, and as such he has the love and adoration of his fellow-countrymen. His relations with Lamartine, Ste. Beuve, George Sand, and others who were then the leading writers for the *Revue des deux Mondes*, were very intimate, and are here carefully traced. His life was far from being what we look for in our own great singers, but the harsh reality is here so carefully hidden that one feels only compassion for him. The spirit and tone of the original have been very faithfully retained by the translator, in English that is charming for its sweetness. But on the whole it is unsatisfactory on account of what it does not tell. It is much to be hoped that Miss Preston will give soon a series of articles on De Musset and his writings, similar to those on *The Troubadours and Trouveres*, and which would serve as an admirable supplement to this biography.

THE sermon of Henry Ward Beecher on the subject of future rewards and punishments, concerning which there has been such gross misrepresentation, is published in full in the *Christian Union* (New York) of December 26th. It is entitled "The Background of Mystery."

BIOLOGY. By Joseph Cook. Boston: J. E. Osgood & Co. St. Louis: Gray, Baker, & Co. \$1.50.

Mr. Cook's lectures upon Biology have done good service in making known to a Boston audience the researches of such men as Beale in England, and the thoughts of such men as Hermann Lotze in Germany, besides the admissions and inconsistencies of the practical materialists; and a valuable review of the whole state of the battle, by an able and fearless theological observer like himself.

The publication of these lectures cannot fail to be of service to the extra-scientific world in general. The book well presents to outsiders a certain little-known stage of conservative scientific thought, which they cannot reach anywhere else in so accessible and compact a form. Its extremely popular form is well fitted for those it assists to inform—the great free,

intelligent, and religious-minded public. So writes John McCrady, Prof. of Biology and the Relations of Religion and Science in the University of the South—while the Rev. M. J. Savage says: "It is a special plea, and has the virtues and faults to be expected in such a work."

THE FRENCH HUMORISTS. By Walter Besant. Boston: Roberts Brothers. St. Louis: Gray, Baker & Co. \$2.

In this sketch of the French humorists, from the twelfth to the nineteenth century, "we have to do with that people who first broke through the blackness of the Middle Ages, and learned how to speak, write, and sing; with the country from which all great ideas of modern times have sprung, where men have ever had the courage of their opinions, whose sons are quick to comprehend, eager to realize, tenacious of a truth. France was first in the field of modern literature." To her belongs the great majority of mediæval poets; England has only one, Italy has four. Frenchmen have nowhere shown their character more than in their satire. From generation to generation it has preserved a uniform character. They are good tempered; their darts are wrapped in flowers; their poison—a harmless poison enough—is administered in wine; they are too sympathetic to be savage. On the other hand, they are irreverent; they have no strong convictions; they are full of animal spirits and animal enjoyments; they love life with all the passion of a Greek; they are like children for mockery, mischief, and lightness of heart."

With a rare freedom from prejudice, Mr. Besant has selected the representative writers of each century, and has placed before us careful and faithful pictures of such well-known writers as Rabelais, Montaigne, La Fontaine, Boileau, Molière, and Beranger, along with more obscure writers like Eustace Deschamps, Saint Amant, Paul Scarron, Regnard, and others. He carefully abstains from comparisons, but at the close of a very interesting volume, he claims a decided superiority for the French over the English humorists.

ART AT HOME SERIES—A Plea for Art in the House. By W. J. Lottie. Household Decoration. By Rhoda and Agnes Garrett. Philadelphia: Porter & Coates. St. Louis: Gray, Baker & Co. \$1 each.

We are heartily in favor of everything tending to make the home more homelike, and we are glad to have such tasteful little hand-books as these. We can see no connection between a taste for old copies of Wycliffite pamphlets, and the question of making one's rooms attractive to both one's self and one's friends, and we do not think a good case is made for the business of collecting old china, books, or anything else that owes its value wholly to its rarity. Mr. Lottie's pleas are for articles that will bring one a profit if it becomes necessary to sell them. We protest against buying books simply for the binding—and such hand-books as these are not needed by persons who buy "cheap" and yet spend five thousand dollars in furnishing drawing and dining rooms. The Misses Garrett have given us a book that is a real help, one which people of moderate means will find has something they can use in furnishing and beautifying their rooms. Both are suggestive, and we doubt not will provoke questions and discussions without end. It is best so. In the picture facing page 38 of Mr. Lottie's book, the hooks seem fastened on to the upper edge of the picture frames. Will some one who knows, tell us whether that is the way pictures are hung in England?

THE SCARLET LETTER. By Nathaniel Hawthorne—illustrated by Mary Halleck Foote. Boston: J. R. Osgood & Co. St. Louis Book & News Co: \$5 00.

The *Scarlet Letter* is by common consent one of the master-pieces of American literature, and it has just been issued as a holiday book, with the added charm of elegant binding, tinted paper, and beautiful illustrations. It was indeed scarcely to be expected that a story so subjective, so ethereal as that of this master work of that master of the ideal, Nathaniel Hawthorne, should have found an artist capable of realizing, through the hand of the engraver, his wonderful creations, but in the twenty-nine illustrations, Mary Halleck Foote has followed with reverential sympathy the pen of the master. The most hopeful of her admirers have been surprised at the vigor with which she has grasped the strongest scenes of the story, as in that terrible scene in which the minister stands with Hester upon the pillory, her avowed companion in guilt, his face furrowed with the repressed misery of long years of combat.

ABOUT OLD STORY TELLERS: Of How and When they Lived, and What Stories they Told. By Donald G. Mitchell. New York: Scribner, Armstrong, & Co. St. Louis: Hitchcock & Walden. \$2 00.

While rummaging a cupboard about fifteen years ago, I found a well-worn book, written by one "Ik Marvel," and having for its subject the "Reveries of a Bachelor." Curiosity led me to read a chapter, and then another, and then I forgot everything, and awoke only when the book was read, to find the fire out, with every one in the house long since in bed, and the clock just on the point of striking three. I cannot truthfully say that either then or later I vowed I would be a bachelor, but I can say that since that night it has been my good pleasure to read Mr. Mitchell's "Reveries" and "Dream Life" again and again, always with a deepening love of them and of the writer.

The hand that wrote the "Reveries" has not lost its cunning, and the kind heart and clear brain are still its guide and master. The story-tellers of whom he writes are nearly all old friends. I like best his account of Walter Scott, and of the visit made to Abbotsford, but that may be owing to my having made a trip to Abbotsford and Melrose but a few years since. I hope this book will be read by a great many boys and girls, and that they will then get the "Reveries" and "Dream Life" and read them.

THE PARLIAMENT OF FOULES. By Geoffrey Chaucer. Edited by Prof. D. R. Lounsbury. Boston: Ginn & Heath.

Until we shall have a good critical edition of Chaucer, we must be contented with what one may call school editions of his works. Several years ago Prof. Corson gave us an edition of the "Legende of Goode Women," so good that it is a shame it is out of print—and were it not that he is hard at work on the Glossary to the *Canterbury Tales*, to accompany the six-text edition the Chaucer Society have just finished, it would be worth his while to reprint it.

Now we have from Prof. Lounsbury, "The Parliament of Foules," based on the manuscript in the Cambridge University Library, which is conceded by scholars to be by far the best, and with it he has given a glossary that so far as we have tested it, is very complete. In the introduction the date and composition of the poem, the sources from whence the story is drawn, a comparison of the manu-

scripts, the peculiarities of the grammatical forms, and the metre of the poem, are treated ably and with much fullness.

THE FRENCH PARNASSUS. A book of French Poetry, from A. D. 1550 to the present time. Selected by James Parton. Boston: J. R. Osgood & Co. St. Louis: Gray, Baker & Co. \$2 00.

This collection of French Poetry includes the names of over fifty authors, and nearly five hundred poems. The poems are arranged under the following headings: Poets upon their own Vocation, Historical and Patriotic, Moral and Contemplative, Religious, Nature, Narrative, Dramatic, Love Poems, Friendship and Affection, Familiar and Fanciful, Satirical Songs and Ballads, and For the Children.

Following the poems is a list of the poets represented, with a short biographical sketch of each; and reference is also made to the places in the volume where the pieces, selected from their works, are to be found. The introduction is hardly worthy of Mr. Parton, but the selections are well-chosen and make a rich and delightful volume—one that any lover of the French language may be congratulated upon owning.

Mr. Parton remarks that "no English-speaking reader can enjoy the last charm of French verse without reading it aloud, and reading it, too, with an approach to a correct pronunciation."

One happy effect of reading the excellent poetry of France is the dispelling of an illusion which we are apt to bring away with us from school and cherish with misgivings through life, that we are tolerably well acquainted with the French language.

THE STORY OF AVIS. By Elizabeth Stuart Phelps. Boston: J. R. Osgood & Co. St. Louis: Gray, Baker, & Co. \$1 50.

After reading "The Gates Ajar" and "Hedged In," one could not expect anything ordinary or commonplace from Miss Phelps. The "Story of Avis" is one of intense interest from beginning to end. The scenes are most of them laid in a university town, and the characters are all well-drawn and life-like. Avis is a character of rare beauty and strength, and one cannot help feeling happy and satisfied when she is happy, or depressed and sorrowful when she is sad or in trouble. The story will be read and enjoyed by thousands.

JUNGLE, PEAK AND PLAIN. By Dr. Gordon Stables of the Royal Navy. New York: Cassell, Petter, & Galpin. St. Louis: Gray, Baker, & Co. \$2 00.

A charming book of adventure for boys. It is divided into two parts: "In the Ice North," and "Adventures in Africa," and there are few boys, even those of an advanced age, who will be able to resist the charm of its well-told and thrilling adventures, or of its many entertaining illustrations.

ONE HUNDRED CHOICE SELECTIONS IN POETRY AND PROSE, No. 14, from P. Garrett & Co., Philadelphia, Pa., will meet a growing want among our teachers who desire something fresh and varied in the way of selections, readings, recitations and declamations.

There is a large variety of the humorous, pathetic, serio-comic, and patriotic. Your money's worth many times over, at all events.

Will some of our readers who are fond of mechanics explain how a base ball can be made to describe a lateral curve by giving it when thrown a rotation upon a vertical axis?

THE RAND, McNALLY & Co. Indexed or Business Atlas. \$12 00 and \$7 50.

The great need of the St. Louis merchant is a good "Shipping Guide." Even the guides issued by the express companies for the use of their customers, are not of much help in shipping. Of the many helps we know of none that at all approaches in reliability the "Indexed or Business Atlas" published by Messrs. Rand, McNally & Co. of Chicago. It combines the utilities of a census and postoffice directory, and a full and admirably arranged atlas. It is issued in two sizes—one of 42 maps, and one of the Western States and Territories and the Mississippi Valley—the former at \$12 00, the latter at \$7 50. The maps of the trans-Mississippi States and Territories are especially full and valuable, in marked contrast to the bare skeletons and large vacant spaces found on the ordinary maps of the day.

Another feature is, that this atlas contains a full and reliable table of the railroad system of each State, together with the various express companies doing business therein. It is being rapidly adopted and is very strongly endorsed by railroad and express companies. But the most striking feature of this atlas is the "Ready Reference Index" accompanying each map, which not only contains a list of all the counties, lakes, islands, rivers, cities, towns, villages and hamlets in each, but gives the official population of each place, and then by a simple device enables one to locate instantaneously each spot. It is, we believe, the most thorough and complete thing of the kind we have ever seen.

MONEY AND LEGAL TENDER IN THE UNITED STATES. By H. K. Linderman, director of the mint. New York: G. P. Putnam's Sons. For sale by St. Louis Book and News Co. \$1 25.

The Putnam's are doing the country a very essential service in publishing a number of standard works on the all-important topic of "money." Among the most valuable of these, this small volume of Mr. Linderman will take a first rank.

He says, "properly to investigate United States money, reference must be had to the laws relating to coinage, legal tender, and the money standard."

It is the object of this work to give this much-needed information, and it is done in a clear, terse style, in a series of 21 separate chapters, covering about 175 pages.

The article on the "Aggregate Production of Silver," is of special interest—also on the "Use of Silver for the Purposes of Manufacture," also the table of ratios of gold to silver, yearly averages, total coinage, &c. All facts with which our people ought to be made familiar, facts they will find snugly packed away for ready reference in this work.

STORIES OF GIRLHOOD. By Sarah Doudney. New York: Cassell, Petter, & Galpin. St. Louis: Gray, Baker & Co. \$2 00.

This volume contains three short stories. The first, "Girlhood," is a story of two orphaned cousins left to the guardianship of an uncle. The second, "Clara," tells of a motherless girl who was left with an old woman to care for her, and the third and shortest, "Our Last Quarrel," is a very pretty love story. The book is well illustrated, and the stories are told in a very simple and pleasant manner.

No time or strength should be wasted in finding fault, that never helps.

WHO AND WHAT. A Compendium of General Information, compiled by Annah De Pui Miller. Philadelphia: J. B. Lipincott & Co. St. Louis: Gray, Baker & Co. \$1 75.

These extracts from the common-place book of a somewhat widely read lover of personalities might be of value to those who cannot own biographical dictionaries, if they were cut down a good deal, and then carefully read by a good proof-reader. "Hannah Thurston" is spoken of as the last work of Bayard Taylor, and the "Arcadia" is credited on page 33 to Edmund Spenser, on page 62 to Joseph Addison, while on page 320 it is given to its rightful author, Sir Philip Sidney. Extracts made ten years since seem to have been printed as first written. No note is made of Chas. Kingsley's visit to this country, or that he is not living now.

DOLLY. By Mrs. Frances Hodgson Burnett. Philadelphia: Porter & Coates. St. Louis: Gray, Baker & Co. \$1 25.

Dolly is one of the latest of Mrs. Burnett's stories, and is charming and interesting from beginning to end. Dolly is a sprightly, lovable girl, always ready with a laugh or jest, but revealing real depth of character when circumstances demand it. The whole family living in Vagabondia—the name they have given their home—are a happy-go-lucky set, accepting good or bad fortune with cheerful alacrity, and all are pleasant people to read about.

ABIDE WITH ME. By Henry Francis Lyte, with designs by L. B. Humphrey. Boston: Lee & Sheppard. St. Louis: Gray, Baker & Co. \$2.

All lovers of the beautiful will welcome this little volume as one of the choicest of holiday books. It is beautifully gotten up in handsome binding and heavy paper, each page containing a verse of the poem tastefully illuminated with suggestive and expressive illustrations by Miss L. B. Humphrey. Those who have seen and admired "O Why Should the Spirit of Mortal be Proud?" and "Nearer, My God, to Thee," cannot fail to admire this, the third of these dainty little volumes.

THE QUEEN OF SHEBA. By T. B. Aldrich. Boston: J. R. Osgood & Co. St. Louis: Gray, Baker & Co. \$1 50.

We are of those who read with delight whatever Mr. Aldrich may write, less for the story, which by the way is always good of and for itself, than for the wealth of its beautiful English. The word-picturing is of the best, and the humor has a delicacy that is a great contrast to that of either Bret Harte or Mark Twain. It comes on one suddenly, and has a naturalness that makes one read it again and again. We do not care to give a synopsis of the story, but we would have been glad had space permitted our giving some extracts.

NORMAL HIGHER ARITHMETIC. By E. Brooks. Philadelphia: Sower, Potts & Co.

This is a newly revised edition of the author's *Normal Written Arithmetic*, enlarged and brought up to present time. Many parts are entirely new, and the work is rendered more comprehensive, giving a complete theory of arithmetic. The work is modern in every respect. Education is progressive. Text books must keep pace with advancement. Its originality and newness seem like striking novelties.

The first two years of primary education are the most important, and if that is wrong, there is no teacher in the universe who can eradicate the vitiation the child has received.

The North American Review for Nov.—Dec., has a "Symposium" on "Resumption of Specie Payments," by Hugh McCulloch, W. D. Kelley, D. A. Wells, Thos. Ewing, and Secretary Sherman, a paper by Gen. McClellan on "The War in the East," and one on "The Southern Question" by Chas. Gayarre of New Orleans. The other articles are of usual interest, as are also the reviews of contemporary literature.

This number is the last that will bear the name of J. R. Osgood & Co., as in future it will be published in New York by D. Appleton & Co. During 1878 papers are promised by such writers as W. E. Gladstone, Robt. Browning, J. A. Froude, Frederic Harrison, Cardinal Manning, Ernest Renan, Goldwin Smith, Prof. Huxley, and others.

The *Contemporary Review* for November has articles by the following persons: Professors F. W. Newman, Alexander Bain, Prof. Beyschlag, Alfred Austin, Rev. R. St. John Tyrwhitt, George Peard, James Donaldson, Goldwin Smith, Canon Westcott, and a goodly number of reviews. It contains just two hundred pages, and completes its thirtieth volume. Mark Pattison well says that "the active warfare of opinion is conducted by the three new iron monitors, the 'Fortnightly,' the 'Contemporary,' and the 'Nineteenth Century.'" In these monthlies the leading writers of the day vie with each other in soliciting our jaded appetites on every conceivable subject.

In the "Nineteenth Century" James A. Froude finishes his "Life and Times of Thomas Becket," Archibald Forbes gives his experience with the "Russians, Turks, and Bulgarians at the Theatre of War," and Sir Erskine Perry tells of a morning with "Auguste Comte." There are other articles by W. E. Gladstone, Col. George Chesney, E. D. J. Wilson, Rev. J. G. Rogers, and Prof. H. Morley.

Both received from the Wilmer & Rogers News Co., New York.

THE December number of the "Literary World" is in our opinion the best ever issued. Besides the tributes to Whittier by Longfellow, Bayard Taylor, E. C. Steadman, Holmes, Paul H. Hayne, J. G. Holland, Garrison, L. Maria Child, Celia Thaxter, J. Freeman Clark, R. H. Dana, Wm. Cullen Bryant, Geo. Bancroft, Mrs. H. B. Stowe, T. W. Higginson, and many others, it has fifteen pages of reviews of late books. Just the magazine for one who wishes to know what our best writers are doing, and it is only \$1.50 a year. E. H. Hames & Co., Boston.

A Southern writer says: "Papas who object to the expense are cautioned against peeping into the pages of 'St. Nicholas.' I warn them that they will be charmed into sacrificing any number of cigars to secure the privileges accorded to readers of 'St. Nicholas.'"

With such a guide for the young folks as *St. Nicholas*, the parent who allows trashy reading to the children is "guilty of a crime against nature." So says a prominent Western paper.

A prominent writer in one of the great Western journals says: "Our folks could not live, as it were, without *Scribner's Monthly*. As for our babies, grown, half-grown and otherwise, they prefer *St. Nicholas* to sweet milk. Long live the twain! But if they become much better—pshaw, they can't: they are perfection now!"

"The New York Evening Post is one of the oldest of the great American newspapers, and is the best evening journal published in New York. It addresses and represents peculiarly the cultured class of our citizens, and its tone is very high. Even its advertising columns are jealously guarded against questionable or objectionable advertisements. This fastidiousness has made it a great family newspaper, and it is generally acknowledged to be the door by which access is to be gained to New York homes. An introduction by the 'Evening Post' ensures an hospitable reception to any topic, charity, or business. As a contemporary published in a neighboring city, says: 'The Evening Post is most decidedly the one daily paper in New York that can fully claim, like the Pall Mall Gazette, to be conducted by gentlemen and for gentlemen.' Its semi-weekly and weekly editions bear the same general character, both in the quality of their matter and their audience, although, of course, special attention is given to the agricultural and other departments which are of peculiar interest to the country readers."—Rowell's Centennial Newspaper Guide.

The Whittier Banquet.

The publishers of the *Atlantic Monthly* deserve well of the reading public, not only for the intrinsic merits of the magazine itself, but for the possibility given of possessing the life-size and life-like portraits of the three great American poets, Longfellow, Bryant and Whittier.

The Whittier dinner given by Messrs. Hurd & Houghton, on the seventieth birthday of the Quaker Poet, will, of course, add new interest to all that pertains to this sweet, pure, strong singer, who is of the people and for the people.

Every home may now have his poems, and every home may have his face, a benignant, inspiring, uplifting presence, always with them.

As proof of how much he is loved everywhere, we quote two or three of the best things sent and said at the dinner.

Paul H. Hayne sent the following:

"From this far realm of Pines I waft thee now
A brother's greeting. Poet tried and true;
So thick the laurels on thy reverend brow
We scarce can see the white locks glimmering
through."

O pure of thought! earnest in heart as pen,
The tests of time have left thee undimmed,
And o'er the snows of threescore years and ten
Shines the unsullied Aureole of a child."

Among the authors from all parts of the country, the South was well represented. One of the most noteworthy incidents of the "letter" part of the intellectual feast was the letter from Gen. A. B. Magruder of Virginia, who "was sorry he could not share in person in this graceful tribute to the radiant genius and mellowed fame of the poet Whittier," thus proving the truth of the lines of another, who said:

"Our Quaker bard, with no sectarian ends,
Has turned the whole wide country into Friends."

A correspondent of the *New York Evening Post*, who was present, says "there has been nothing like this dinner to Whittier in this country, for its manifestation of the swiftly growing power of the literary body in America. It is not likely to be paralleled for a long time to come. And when we reflect how much the *Atlantic Monthly* has had to do with the development of the higher literary art among us—a fact well commented on at the dinner—it seems exceedingly fit that the staunch old monthly should have been the source of this really splendid commemoration.

The kindergarten youngsters are to have a story specially for them in the January *St. Nicholas*; it will be called "Annie and the Balls."

"A Century of Civil Service" is the title of a timely paper in the January *Scribner*, giving a summary of the opinions and practices of the Presidents in the matter of appointments.

Estes & Lauriat, Boston, have issued two series of their unique and unrivalled "Silhouettes," for the holiday trade. In fact there is so much human in them, they are so mirth-provoking to old and young, that we should think there would be a demand for them at all seasons of the year. They are done by the celebrated artist, F. T. Church, are put up in paper covers, and sold for 50 cents per set.

Some rather surprising figures relating to "The Growth of Cities in the United States" will be found in the January *Scribner*, in a paper on that subject by B. C. Magle, Jr., who gives tables for the East, the West and the South, and has a word of warning for the last-named section, which he thinks has much to fear from the rapid increase of manufacturing centres elsewhere, while she herself is, from the nature of things, doomed to linger behind.

CASSELL'S CATALOGUE of Illustrated Books, published by Cassell, Petter & Galpin, is a large folio, containing over one hundred selected engravings, among which are a goodly number from their Dore volumes, their Shakespeare volumes, and many other art books. It is well worth the dollar asked for it.

IOWA.

Official Department.

BY C. W. VON COELLN, STATE SUPT.
Editors Journal:

Sundry Rulings.

1. No appeal can be taken from an incomplete action of the board.
2. The law does not contemplate any janitorial services from the scholars. A child who has wantonly carried dirt into the school room or littered paper over the floor, may be required to gather up such refuse as has been scattered. But this is as a punishment. It may be very desirable, under certain circumstances, to have such work done to save money; but no court will sustain a board in suspending for refusal to do the work thus required. See on this question, decision of Supreme Court of Illinois, found on p. 127, Common School for October, 1876.
3. There is now no provision of law by which an independent district can be divided. Independent districts can be consolidated, or their boundaries within the same civil township may be changed; but no new independent district can be formed, unless it contains a town of at least 300 inhabitants.
4. It is lawful for a board to give teachers holidays and not deduct pay, and it is quite usual. The teacher, however, cannot claim it as a right.
5. Territory in one county can be included in a city or town district in an adjoining county, only at the time of the formation, in accordance with sections 1800 and 1891.
6. A petition filed and acted upon by the board is a part of the record, and cannot be removed.

DES MOINES, IOWA, 1877.

Send 15 cents if you wish to see sample copies of this journal.

WHAT would be said if men were to refuse to support the army and navy because their children were not soldiers and sailors, or if they objected to being taxed to support work-houses, jails and penitentiaries because they had no children there.

The C. B. & Q. R. R.

This line of railway has become so important in and of itself—so important in its connections—so important in its leased lines, and has been so well managed, and is so popular with the traveling public, that any change in its officers and management will be noted with interest.

We clip from the *Chicago Tribune* of late date, the following:

"After this day Mr. C. K. Perkins, Vice President of the Chicago, Burlington & Quincy Railroad, will direct the affairs of this line, having had the papers, documents, and other matters appertaining to the General Superintendent's office turned over to him by Mr. W. B. Strong. This change in the management will have no immediate effect on the routine business of this company, and Mr. Perkins stated that no changes among the officials of the road will be made. The management of the road has been virtually in the hands of Mr. Perkins for the last two years, and he will therefore have no difficulty in directing the affairs of the company, as no man knows its wants better than he does. While it is generally regretted that Mr. Strong should sever his connection with the road, yet it is a matter of great satisfaction to all who have anything to do with the company, that his duties devolve upon so able, accomplished, and kind a gentleman as Mr. Perkins. Mr. Strong leaves this evening for the East, where he has some business to arrange. He will return in a few days, and emigrate to Topeka, Kansas, to assume charge of his new trust.

Mr. J. H. Cook, who has been for more than twenty years identified with the railroad interests of the West, is the representative and General Agent of the St. L. and R. I. division of the C. B. & Q. in St. Louis. Office 404 Pine street, under the Planters' House.

The Atchison, Topeka & Santa Fe R. R.

may congratulate itself and the public on having secured the services of so able and accomplished a manager as Mr. Strong, who to-day is regarded as one of the best and most experienced railroad managers in the country. Under his management the Atchison, Topeka, and Santa Fe must soon become one of the leading and most important of Western roads, for he is not the kind of man who will be satisfied to simply maintain it in its present condition, but he will strive to better it continually, and will not rest until he has secured an independent connection with the Pacific Road. Mr. Strong's energy in pushing enterprises of this sort has become proverbial, and there can be no doubt that he will succeed in his task and secure the desired connection with the Utah Southern, thus giving the people of this country another outlet to the Pacific Coast.

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x-13

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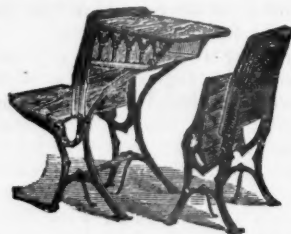
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10-2 12

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